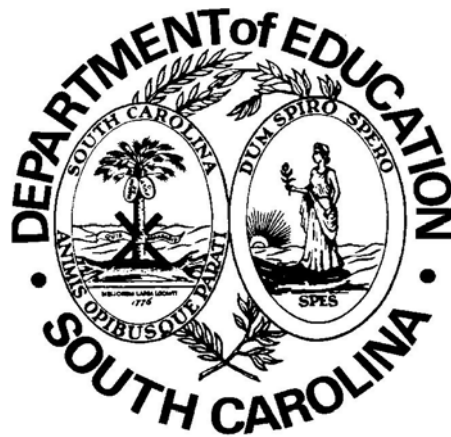


South Carolina Department of Education

Safe and Drug-Free Schools and Communities
Public Charter Schools Program

Planning–Implementation Subgrant

Request for Proposals (RFP) Application Guidelines



**Deadline for Receipt of Applications:
5:00 p.m., January 12, 2007**

Inez Moore Tenenbaum
State Superintendent of Education

J.C. Ballew, Jr. and Rebecca I. Cupstid
Office of Safe Schools and Youth Services
South Carolina Department of Education
1429 Senate Street, Room 605
Columbia, South Carolina 29201
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PART I: GENERAL INFORMATION

A. Introduction/Background

The South Carolina Charter Schools Act of 1996 (S. C. Code Ann. § 59-40-10 *et seq.* (2004)) provides the mechanism for the design and operation of charter schools for the purposes of improving student learning, encouraging the use of a variety of productive teaching methods, establishing new forms of accountability, and creating new professional opportunities for teachers. As public schools, charter schools are nonreligious, nonhome-based, nonprofit, and nondiscriminatory.

In 2006, the South Carolina Department of Education (SDE) received a three-year federal grant from the United States Department of Education (USED) to support the development and implementation of charter schools. The SDE will use these funds to administer subgrants. The purpose of this subgrant program is to expand the number of high quality charter schools available to students across the state by providing financial assistance for the initial costs associated with a new charter school: planning, program design, and initial implementation.

The Charter Schools Act stipulates the manner in which a public charter school shall be funded, regulated, and governed. In order to be considered for funding, subgrant applications must demonstrate compliance with the Charter Schools Act, as set out in this RFP. The Act may be accessed at http://www.ed.sc.gov/agency/offices/ssys/alternative_education/charter_schools/.

B. Eligible Applicants

An eligible applicant is any group engaged in charter school development including existing public schools or districts that have not previously received a subgrant under this program.

Eligible groups must not include current employees of the SDE. Employees of the SDE are not eligible to apply for this subgrant while they are employed by the SDE.

C. Estimated Number, Range, and Average Size of Awards

Based on current and anticipated federal funds from the USED, approximately 10 awards will be made. The total available per grantee for the Planning Phase (including both initial and continued planning) is \$20,000. The total available per grantee for the Implementation Phase Year 1 is \$200,000, depending on available funds. The total available per grantee for the Implementation Phase Year 2 is \$200,000, depending on available funds. The total available per grantee is thus \$420,000, depending on availability of funds. The projected number of students and number of schools reaching the implementation phase will affect the amount.

Funds will be distributed in four phases:

Phase I: Initial Planning. The initial \$5,000 funding is contingent on documented collaboration with the sponsoring school district.

Phase II: Continued Planning: Up to \$15,000 additional funding is contingent on a charter application being recommended for approval by the State Charter School Advisory Committee.

The maximum award for the planning phases is \$20,000. A maximum period of eighteen months is allowed to complete the initial and continued planning phases.

If planning has not resulted in an approved charter by July 1, 2008 (school opening by fall 2008), the funds associated with the implementation phases will be forfeited by the grantee.

Phase III: Implementation Year 1: The minimum funding for this phase is \$100,000; the maximum is \$200,000. Funding is contingent on an approved charter, documented nonprofit status, and benchmark documentation. Implementation funds may be accessed up to three months prior to the opening of the charter school.

Phase IV: Implementation Year 2: The minimum funding for this phase is \$100,000; the maximum is \$200,000. Funding will be allocated based on student enrollment, with \$1,000 per student serving as the base amount. Depending on the availability of remaining federal grant funds, the base may be supplemented up to a maximum of \$2,000 per student.

D. Grant Funding Period

The grant funding period will be January 1, 2007–December 31, 2009. The planning phase (initial and continued planning) may not exceed the first 18 months.

E. Federal and State Requirements

Each subgrant application narrative must contain an appropriate GEPA statement. Directions for the GEPA statement are located on page 21 of this RFP.

If a subgrant applicant believes that it is necessary for federal statutory or regulatory provisions or state or local rules generally applicable to public schools should be waived for the successful operation of the charter school, a request and justification for waivers must be submitted as part of the application.

Each subgrant application must contain a description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Department of Education.

Each subgrant application must contain an assurance that the eligible applicant will annually provide the U.S. Department of Education and the SDE such information as may be required to determine if the charter school is making satisfactory progress toward achieving its stated objectives.

Each subgrant application must contain an assurance that the eligible applicant will cooperate with the U.S. Department of Education and the SDE in evaluating the proposed program.

Each subgrant application must contain a description of how the local educational agency in which the proposed charter school will be located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act in the operation of the said charter school.

F. Authorized Activities

Grant funds may be used to support the following activities:

Initial planning and design activities of the educational program may include, but are not limited to,

- Refinement of the desired educational outcomes and of the methods for assessing progress toward achieving those outcomes
- Professional development for teachers who will work in the school.

Implementation activities of the public charter school may include, but are not limited to,

- Dissemination of information to the community about the school
- Acquisition of equipment and educational materials and supplies
- Acquisition or development of curriculum materials
- Other initial costs that cannot be funded by state or local sources.

G. Unauthorized Activities

Funds may *not* be used for

- The acquisition or major renovation of a facility
- The acquisition of any vehicle
- Recurring operational expenses such as teacher or administrator salaries, facility leasing, utilities, and transportation of students.

H. Supplement, Not Supplant

Funds made available for charter school activities under this subgrant shall supplement and not supplant other state or local public funds. If current expenditures are being paid from state or local public funds, you may not start paying for those expenditures from these subgrant funds.

I. Technical Assistance Sessions for Applicants

An optional technical assistance session will be held November 13, 2006, from 10:00 a.m. until 3:00 p.m., in the River Center Building at Saluda Shoals Park in Columbia. Attendance is not required for submitting an application.

There is no registration fee. Applicants may register by contacting Rebecca Cupstid at 803-734-8266 or by e-mail at rcupstid@ed.sc.gov. Information about the technical assistance session can be accessed at http://www.ed.sc.gov/agency/offices/ssys/alternative_education/charter_schools/.

J. Required Reporting

Subgrantees must provide benchmark information and receive approval from the SDE Program Officer prior to moving to the next phase of funding. To move from the planning phase to the first year of implementation, subgrantees must provide a signed charter approved by the authorizer, a revised implementation budget worksheet, an updated school data sheet, a report of major grant activities, and a list of negotiated services with the local district.

To move to the second year of implementation, subgrantees must provide a copy of the annual report submitted to the local school district as per the charter contract, a revised budget worksheet, an updated school data sheet, a report of major grant activities, an inventory of assets purchased with implementation subgrant funds, and governing board documentation.

Subgrantees are required to submit a final report to the SDE Program Officer pertaining to the major grant activities at the end of the grant period. This report must be submitted no later than January 31, 2010.

K. Review and Selection Process

Reviewers, consisting of educators with experience ranging from school administration, school board service, and charter school development, will read and score all eligible applications. SDE employees will not serve as reviewers, but the SDE Program Officer will vet all applications for compliance with these guidelines. Any application not in compliance with these guidelines will not be forwarded for review.

A panel of two readers will score each application using the Scoring Rubric included in this RFP. The panel will then discuss the merits of the application together and may adjust their individual scores based on the discussion. The final score will be the average of the two scores.

The maximum number of points available for each application is 145. Applications will be rank ordered by final scores and awards will be made, starting with the highest score, until all allocated funds are expended. An application must score at least 100 points to be considered for funding.

L. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that is not funded has five calendar days after receiving notification that the proposal is not funded to request a review of the process. The

request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate.

After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed. There will be no further appeal of the deputy superintendent's decision.

M. Timeline of Subgranting Process

Date	Activity/Action
November 13, 2006	Technical assistance workshop
January 12, 2007	Deadline for receipt of applications
February 1, 2007	Notification of awards
Upon receipt of award	Funded programs begin
December 31, 2009	Funded programs end
January 31, 2010	Final report on grant activities due

N. Competitive Priorities

A maximum of an additional five points are available for applications that demonstrate eligibility under one or both of the competitive priorities. Statements of eligibility for one or both of these priorities must be included in Section I of the Proposal Narrative.

Competitive Priority #1: Rural Enterprise Communities and Urban Empowerment Zones

Eligible Applicant is located within South Carolina's federally designated Rural Enterprise Communities and Urban Empowerment Zones. Information about these zones can be accessed at <http://www.hud.gov/offices/cpd/economicdevelopment/programs/rc/tour/index.cfm>. This page provides access to detailed information about the 100 Renewal Communities, Empowerment Zones and Enterprise Communities (RC/EZ/ECs) in the United States. RCs and urban EZ/ECs are under the purview of the U.S. Department of Housing and Urban Development (HUD). Rural EZ/ECs are overseen by the U.S. Department of Agriculture-Office of Community Development (USDA-OCD). The only Enterprise Communities whose designations remain active are the rural Round II Enterprise Communities that USDA designated in 1999. These designations are active through December 2009. Current zones are located within

- Allendale County
- Charleston County
- Richland County
- Sumter County.

Competitive Priority #2: Report Card Ratings

Eligible applicant is located within a school district with at least 25% of its schools scoring unsatisfactory on their 2006 annual report card. The report cards are available on the SDE's Web site: <http://ed.sc.gov/topics/researchandstats/schoolreportcard/>

O. Selection Criteria

Narrative Sections	Points Available
Section 1: The Extent of Community Support for the Application	20
Section 2: The Ambitiousness of the Objectives for the Charter School and the Quality of the Proposed Curriculum and Instruction Practices	40
Section 3: The Quality of Strategies for Assessing Achievement of those Objectives	20
Section 4: The likelihood that the charter school will meet the objectives and improve educational results for students	20
Section 5: Compliance with legislative mandates	20
Section 6: Financial plan to sustain the school	10
Section 7: Quality of personnel	10
Subtotal	140
Competitive Priorities: Maximum bonus points available	5
Total	145

P. Deadline and Submission Procedures

- An original and two copies of the application must be received by 5:00 p.m. January 12, 2007.
- The original application must contain original signatures in blue ink. The copies must also contain copies of the signatures; copies without signatures will be considered incomplete.
- Applications that are faxed or e-mailed will not be accepted.
- Applications will not be returned. Please keep a copy for your records.
- Do not enclose the application in a notebook, binder, or folder.
- Staple or clip each application together in the upper left corner.
- Applications should be addressed to

J.C. Ballew, Jr.
Office of Safe Schools and Youth Services
South Carolina Department of Education
1429 Senate Street, Room 605
Columbia, South Carolina 29201

PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

Carefully adhere to font, format, page limit, and organizational requirements as set out in this section.

A. Application Overview

- ☐ Application Cover Sheet
- ☐ Abstract
- ☐ Table of Contents, with page numbers indicated
- ☐ Proposal Narrative
 - Section 1: The extent of community support for the application
 - Section 2: the Ambitiousness of the objectives for the charter school and the quality of the proposed curriculum and instructional practices
 - Section 3: The quality of strategy for assessing achievement of the objectives
 - Section 4: The likelihood that the charter school will meet the objectives and improve educational results for students
 - Section 5: Compliance with legislative mandates
 - Section 6: Financial plan to sustain the school
 - Section 7: Quality of personnel
- ☐ Budget
 - Budget Form
 - Budget Narrative
- ☐ Required Forms
 - Assurances (page 17 of this RFP)
 - Terms and Conditions (pages 18–19 of this RFP)
 - GEPA Statement (you must provide the GEPA Statement as directed on page 21)
 - W-9 Request for Taxpayer Identification Number and Certification (page 20)
 - Project Director's resume

B. Application Narrative Format

Length of Narrative	Maximum of 50 pages. The page limit also does not include the table of contents, budget materials, required forms, or attachments.
Font/Font Size	Times New Roman/Size 12

Margins	One inch on all sides
Page Numbers	Page numbers should be located in bottom right corner. Required forms do not need to be paginated.
Spacing	Double-spaced throughout narrative. Text in tables or charts may be single-spaced.

C. Program Summary/Abstract

Provide a one-page overview of your project. Include background, mission, intended audience, and any special features concerning how the school will operate.

D. Application Narrative Content

Each section must be clearly identified, and sections may not be combined. The narrative should clearly and concisely describe the need for, and all elements of, the planned program.

1. The Extent of Community Support for the Application (20 points maximum)

The proposal must include a clear statement of a need for a charter school in the district and a detailed description of the target population and the need for additional learning opportunities. What are perceived to be opportunities currently available to the target population? Include any information pertaining to eligibility for competitive preference points.

The proposal must clearly describe the degree of support and continuing involvement by individuals and organizations within the community, including parents, for this program. A letter of support from each group or individual cited must be included with the proposal.

The proposal must demonstrate how parents and members of the community will be involved in the design and implementation of the proposed charter school. Include any innovative methods planned for engaging parents and community members in the school. Describe the plan to inform students and parents in the community about the charter school and how students will be given an equal opportunity to attend the school.

2. The Ambitiousness of the Objectives for the Charter School and the Quality of the Proposed Curriculum and Instructional Practices (40 points maximum)

Objectives

The proposal must clearly state the objectives for the charter school once it opens. The program and the objectives must be specific, measurable, achievable, relevant, and time-specific. The objectives must reflect an intention and strategy to exceed what are perceived to be opportunities currently available to the target population. The objectives must be designed to help all students to meet challenging state student performance standards.

The quality of the proposed curriculum and instructional practices

The proposal must clearly describe the research-based, innovative strategies that will be used and are appropriate for the targeted student population. Describe the educational program to be implemented by the proposed charter school, including the methods through which the program will enable all students to meet challenging state student performance standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used. Provide information about how the proposed will address the variety of educational needs among students, including the disadvantaged and children with disabilities.

3. The Quality of the Strategies for Assessing Achievement of the Objectives (20 points maximum)

List and explain the methods by which the charter school will determine its progress toward achieving its objectives. A specific assessment plan should accompany each objective. The proposal must include a clear plan for valid and regular program assessment and for program review and adaptation based on the outcomes of the assessments. Include an explanation concerning how the assessment results will be used to address the needs of individual students. State standardized tests should be a component of the assessment plan.

4. The Likelihood that the Charter School will meet the Objectives and Improve Educational Results for Students (20 points maximum)

- Clearly describe the planning and management activities and how they are designed to accomplish the objectives for the chart school once it opens.
- Explain how the charter school's planning initiative and the resulting charter school will be managed.
- Include an organizational chart that shows the reporting lines, the committees, and the advisory groups.
- Provide a projected timeline of major grant activities (e.g., community meetings, submission of charter application to the Charter School Advisory Committee, professional development activities, lottery if the school is oversubscribed, opening of charter school, election of governing board) that shows who is responsible for the oversight and completion of each of those activities.
- Describe the relationship between the authorized chartering agency and the charter school. Programs not yet chartered must provide documentation of positive contact with the school district. Programs already chartered must provide a copy of the approved charter and proof of nonprofit status.

5. Compliance with legislative mandates
(20 points maximum)

The proposal must clearly demonstrate that the applicant has an understanding of, and the capacity to comply with, the South Carolina Charter Schools Act. The proposal must include a clear description of the admission procedures for the charter school.

The proposal must contain a description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other federal programs administered with any USED funds.

Each subgrant application must contain a description of how the proposed charter school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

6. Financial plan to sustain the school
(10 points maximum)

The proposal must reflect a strong, clear, and thoughtful plan for sustainability of the school after the subgrant funding ends. The proposal must provide evidence of a long-term, sound business plan based on an awareness of funding for public schools. The proposal must demonstrate that the applicant maintains effective fiscal management practices and shows a reasonable promise of success.

7. Quality of personnel
(10 points maximum)

The proposal must contain a thorough description of the project director's responsibilities and duties to manage the subgrant and accomplish the program's objectives. Qualifications and credentials for the position must also be included. If already hired, the project director's resume must be included as an attachment to the application.

Competitive Priorities
(5 points maximum)

A maximum of five bonus points will be awarded to applicants who meet at least one Competitive Priority: 1) applicants in Empowerment Zones/Enterprise Communities 2) districts with 25 percent or more of its schools scoring unsatisfactory on their annual report card. The statement of eligibility must appear at the end of the narrative.

E. Application Budget

The budget must provide clear evidence that the expenditures are appropriate and justified to support the activities in the project. Expenditures should be reasonable and adequate to complete the project. The application budget has two parts: 1) the Budget Summary Form and 2) a Budget Narrative.

The project budget must include separate budgets for the initial and continued planning phases and year one of the implementation phase. Do not include a budget for Year 2 of the Implementation Phase. The application budget must include legitimate and reasonable costs for achieving the objectives of the charter school.

Budget Summary Form (page 16)

Complete this form after completing the Budget Narrative as it requires only the totals for each budget category.

Budget Narrative

In the Budget Narrative, the applicant must explain how funds will be used and detail all proposed expenditures. Include formulas used to calculate cost. Use the same budget categories in the same order as the Budget Summary Form. Each line item must be clearly and explicitly connected to the timeline and to the objectives. The Budget Narrative may be an Excel Spreadsheet with separate columns for each phase.

F. Reviewers' Scoring Rubric


Reviewer's Scoring Rubric	Points
<p>Section 1: The Extent of Community Support for the Application</p> <ul style="list-style-type: none"> • The extent to which the proposal contains a clear statement of a need for a charter school in the district and a detailed description of the target population • The extent to which the proposal clearly describes the degree of support and continuing involvement by individuals and organizations within the community, including parents, for this program • The extent to which a letter of support from each group or individual cited is included with the proposal • The extent to which the proposal demonstrates how parents and members of the community will be involved in the design and implementation of the proposed charter school • The extent to which innovative methods planned for engaging parents and community members in the school are included in the proposal • The extent to which a plan is described to inform students and parents in the community about the charter school and how students will be given an equal opportunity to attend the school. 	<p>20</p>

<p>Section 2: The Ambitiousness of the Objectives for the Charter School and the Quality of the Proposed Curriculum and Instructional Practices</p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> • The extent to which this application clearly states the objectives of the program in specific, measurable, achievable, relevant, and time-specific terms. • The extent to which the objectives reflect an intention and strategy to exceed what are perceived to be opportunities currently available to the target population. • The extent to which the objectives are designed to help all students to meet challenging state student performance standards. <p><i>Curriculum and Instructional Practices</i></p> <ul style="list-style-type: none"> • The extent to which the proposal clearly describes the research-based, innovative strategies that will be used and are appropriate for the targeted student population • The extent to which the proposal clearly describes the educational program to be implemented by the proposed charter school, including the methods through which the program will enable all students to meet challenging state student performance standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used • The extent to which information is provided in the proposal about how the program will address the variety of educational needs among students, including the disadvantaged. 	40
<p>Section 3: The Quality of Strategies for Assessing Achievement of the Objectives</p> <ul style="list-style-type: none"> • The extent to which the proposal contains an explanation of the methods by which the charter school will determine its progress toward achieving its objectives. • The extent to which a specific assessment plan accompanies each objective. • The extent to which the proposal includes a clear plan for valid and regular program assessment and for program review and adaptation based on the outcomes of the assessments. • The extent to which the proposal includes an explanation concerning how the assessment results will be used to address the needs of individual students. • The extent to which the proposal demonstrates that state standardized tests will be a component of the assessment plan. 	20

<p>Section 4: The Likelihood that the Charter School will meet those Objectives and Improve Educational Results for Students</p> <ul style="list-style-type: none"> • The extent to which the application clearly describes the planned activities and how they are designed to accomplish the stated objectives. • The extent to which the application clearly describes the charter school's planning initiative and how the resulting charter school will be managed. • The extent to which an organizational chart appears in the proposal that shows the reporting lines, the committees, and the advisory groups. • The extent to which a projected timeline of major grant activities (e.g., community meetings, submission of charter application to the Charter School Advisory Committee, professional development activities, lottery if the school is oversubscribed, opening of charter school, election of governing board) that shows who is responsible for the oversight and completion of each of those activities is presented. • The extent to which the application describes the relationship between the authorized chartering agency and the charter school. Programs not yet chartered must provide documentation of positive contact with the school district. Programs already chartered must provide a copy of the approved charter and proof of nonprofit status. 	<p>20</p>
<p>Section 5: Compliance with Legislative Mandates</p> <ul style="list-style-type: none"> • The extent to which this application reflects an understanding of and capacity to comply with the South Carolina Charter Schools Act • The extent to which the proposal includes a clear description of the admission procedures for the charter school • The extent to which the proposal contains a clear description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other federal programs administered with USED funds • The extent to which the proposal contains, where applicable, a request (and justification) for waiver of federal statutory or regulatory provisions or state or local rules generally applicable to public schools • The extent to which the subgrant application contains an assurance that the eligible applicant will annually provide the USED and the SDE such information as may be required to determine if the charter school is making satisfactory progress toward achieving its stated objectives • The extent to which the subgrant application contains a description of how the local educational agency in which the proposed charter school is located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. 	<p>20</p>

Section 6: Financial Plan to Sustain the School <ul style="list-style-type: none"> • The extent to which this application reflects a strong, clear, and thoughtful plan for sustainability of the school after the subgrant funding ends. • Provide evidence of a long-term, sound business plan based on an awareness of funding for public schools. • The extent to which the proposal demonstrates that the applicant maintains effective fiscal management practices and shows a reasonable promise of success. 	10
Section 7: Quality of personnel The extent to which this application reflects that the project director has the necessary qualifications to successfully manage the grant and accomplish the program's objectives.	10
Competitive Priorities The extent to which the applicant demonstrates eligibility for the bonus points under the Competitive Priorities: <ol style="list-style-type: none"> 1) Applicants in Empowerment Zones/Enterprise Communities 2) Districts with 25 percent or more of its schools scoring unsatisfactory on their annual report card. 	5
TOTAL SCORE	_____/145

Reviewer's comments:

	<p>South Carolina Department of Education Application Cover Sheet for South Carolina Public Charter School Grant Program</p> <p>Attention: J.C. Ballew, Jr. Office of Safe Schools and Youth Services 1429 Senate Street, Suite 605 Columbia, South Carolina 29201</p>	<p>FOR SDE USE ONLY</p> <p>Project #: _____</p> <p>Date Received: _____</p> <p>Received By: _____</p> <p>Entered by: _____</p> <p>Approved by: _____</p> <p>Funding: _____</p>
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2007 Application Cover Sheet

Chartering Agency (local school district board)	_____
Applicant Group	_____
Mailing Address	_____
City, State, Zip Code	_____

Contact Information

Contact Person (project director)	_____		
Title/Position	_____		
E-mail Address	_____		
Office Telephone	_____	Fax:	_____
Mailing Address	_____		
City, State, Zip Code	_____		
Federal ID Number	_____	CFDA NUMBER: 84.282A	

Funding Information

Amount Requested: \$_____ Funding Period: January 1, 2007–December 31, 2009. (Initial amounts up to \$220,000. May be supplemented up to \$420,000.)	
_____ Authorized Signature of Designee for Public Charter School	_____ Date



South Carolina Department of Education
Application Cover Sheet for
South Carolina Public Charter School Grant Program

Budget Summary Form

Budget Summary Form

Funded projects will have an opportunity to submit a revised budget for approval when grant awards are supplemented. The combined maximum award for the planning phases is \$20,000. A maximum period of 18 months is allowed to complete the initial and continued planning phases. If planning has not resulted in an approved charter by July 1, 2008 (school opening by fall 2008), the funds associated with the implementation phases will be forfeited by the grantee.

- Phase I: Initial Planning: The initial \$5,000 funding is contingent on documented collaboration with the sponsoring school district.
- Phase II: Continued Planning: Up to \$15,000 additional funding is contingent on a charter application being recommended for approval by the State Charter School Advisory Committee.
- Phase III: Implementation Year 1: The minimum funding for this phase is \$100,000; the maximum is \$200,000. Funding is contingent on an approved charter, documented nonprofit status, and benchmark documentation. Implementation funds may be accessed up to three months prior to the opening of the charter school.

Budget Category	Initial Planning	Continued Planning	Implementation Year 1	Total Requested
Personnel Salaries (100)				
Employee Benefits (200)				
Travel (300)				
Purchased Services (300)				
Supplies and Materials (400)				
Capital Outlay (500)				
Total Per Phase				

Assurances

As the duly authorized representative of _____,

I certify that this applicant

(Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.

The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2005)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2005)) if the amount of this award is \$50,000 or more.

Signature of authorized official

Date

Signature of authorized financial official

Date

Terms and Conditions

(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination.** The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

Terms and Conditions

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J. Audits.

- Entities expending \$500,000 or more in federal awards:

Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to sub recipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than \$500,000 in federal awards:

Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

K. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

L. **Reduction in Budgets and Negotiations.** The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

M. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Signature of authorized official

Date

Signature of authorized financial official

Date

Form W-9 (Rev. December 1996) Department of the Treasury Internal Revenue Service	Request for Taxpayer Identification Number and Certification	Give form to the requester. Do NOT send to the IRS.
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Please print or type	Name (If a joint account or you changed your name, see Specific Instructions on page 2.)	
	Business name, if different from above. (See Specific Instructions on page 2.)	
	Check appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Other ▶	Requester's name and address (optional)
	Address (number, street, and apt. or suite no.)	City, state, and ZIP code

Part I Taxpayer Identification Number (TIN) Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN). However, if you are a resident alien OR a sole proprietor, see the instructions on page 2. For other entities, it is your employer identification number (EIN). If you do not have a number, see How To Get a TIN on page 2. Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.	List account number(s) here (optional)
--	--

Social security number
 | | | + | | |

OR

Employer identification number
 | + | | | | |

Part III Certification Under penalties of perjury, I certify that: <ol style="list-style-type: none"> The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding. Certification Instructions. —You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the instructions on page 2.)	Part II For Payees Exempt From Backup Withholding (See the instructions on page 2.)
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Sign Here	Signature ▶	Date ▶
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Purpose of Form.—A person who is required to file an information return with the IRS must get your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 to give your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are an exempt payee.

Note: If a requester gives you a form other than a W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

What Is Backup Withholding?—Persons making certain payments to you must withhold and pay to the IRS 31% of such payments under certain conditions. This is called "backup withholding." Payments that may be subject to backup withholding

include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

If you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return, payments you receive will not be subject to backup withholding. Payments you receive **will** be subject to backup withholding if:

- You do not furnish your TIN to the requester, or
- The IRS tells the requester that you furnished an incorrect TIN, or
- The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or
- You do not certify to the requester that you are not subject to backup withholding under 3 above (for reportable interest and dividend accounts opened after 1983 only), or

- You do not certify your TIN when required. See the Part III instructions on page 2 for details.

Certain payees and payments are exempt from backup withholding. See the Part II instructions and the separate **Instructions for the Requester of Form W-9**.

Penalties

Failure To Furnish TIN.—If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil Penalty for False Information With Respect to Withholding.—If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal Penalty for Falsifying Information.—Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs.—If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.

GEPA: Notice to All Applicants

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.